



Inspire Education Trust

Together we achieve, individually we grow

Suspension and Permanent Exclusion Policy - Trust

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Document History

Version	Status		Date	Author	Summary Changes
V1			Oct 22	R Darling	New Policy Rewritten considering new DfE guidance in place from September 2022
V2			Sept 23	R Darling	Incorporating latest DfE guidance – Sept 2023 on page 4 and throughout: *Tightened rules around cancelling suspensions and exclusions on pages 7, 8 & 9 *Added clarity on timelines for the board to meet to consider representations *Allow remote access to governing body meetings and independent review panels (IRPs) on pages 16 & 17
V3			Jun 24	G Bowser	Reviewed and no amends
V3			Sept 24	R Darling	Updated Section 2 iaw new DfE Attendance regulations
V4			June / Sept 25	G Bowser	*Clarity regarding which school staff members may attend a governor committee for permanent exclusion * clarity relating to how information should be provided to families including in dual language or paper / electronic formats * Introduction of a Governors' Disciplinary Meeting *Addition of Permanent Exclusion checklist for Headteachers (Appendix 2)
V5			June 26	R Darling	*Updated in line with July 2026 DfE statutory exclusions guidance including strengthened wording relating to safeguarding separation, off-site direction, managed moves, off-rolling protections and enhanced governance oversight/data monitoring expectations. *Bring primary and secondary practice together in one policy.

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1. Aims

Inspire Education Trust believes that suspension and permanent exclusion are measures of last resort. Schools are expected to develop inclusive, relational and restorative approaches to behaviour, supported by high-quality teaching, strong pastoral systems, adaptive practice and early intervention. Exclusion should normally follow the exhaustion of reasonable support strategies unless the seriousness of the incident requires an immediate response. We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents, and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment, or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully
- **Ensure that suspension, exclusion, off-site direction and safeguarding separation are used lawfully, proportionately and only where necessary.**

This policy applies across both primary and secondary settings. Implementation may vary to reflect age, curriculum stage, and school context, particularly in relation to behaviour systems, alternative provision, and reintegration support.

A note on off-rolling

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school
- The school will not use safeguarding separation as a substitute for suspension or exclusion.

We will also not:

- Use safeguarding separation as an informal exclusion
- Use part-time timetables primarily for behaviour management
- Place pressure on parents to electively home educate
- Temporary removals from school without formal recording

2. Legislation and Statutory Guidance

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023
- The European Convention on Human Rights (ECHR)

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- Keeping Children Safe in Education 2025
- DfE (August 2026) Statutory Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- DfE (2024) 'Behaviour in Schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- Education (Educational Provision for Improving Behaviour) (Application to Academies and PRUs and Minor Amendments) Regulations 2026

This policy operates in conjunction with the following school policies:

- Relational Behaviour Policy (Trust) and locally agreed Behaviour Handbooks
- Anti-bullying Policy (Primary & Secondary)
- Pupil Code of Conduct
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy - Trust

3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a local governing committee of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Safeguarding separation – a temporary measure where a pupil is prohibited from attending school premises for safeguarding reasons rather than disciplinary reasons. This is not a suspension or permanent exclusion and must only be used in exceptional circumstances, following safeguarding risk assessment and multi-agency consideration where appropriate. Safeguarding separation will only be used for the shortest period necessary and will be subject to regular review. Where a longer restriction is required, legal advice and local authority safeguarding advice will be sought.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – a voluntary and permanent move to another school, agreed by all parties, including parents and the admission authority. Managed moves cannot be used on a trial basis and must comply with the School Admissions Code and in-year admissions processes. Managed moves will normally be supported by a written agreement, reintegration plan and review arrangements. Parents must provide informed consent and may withdraw from discussions prior to the move being agreed.

4. Roles and Responsibilities

4.1 The Headteacher

Deciding whether to suspend or exclude

Only the Deputy CEO, Executive Leader or Headteacher can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend or permanently exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow, **where appropriate*, the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g., the pupil has a social worker, or is a child in care (CIC) or previous child in care (PCIC))
- Off-site direction, **alternative provision**, or a formal managed move. Where temporary placement at another academy is required to improve behaviour, this will be implemented through lawful off-site direction processes and reviewed regularly in line with statutory guidance.

- Off-site direction - Parents and, where relevant, local authorities for pupils with EHCPs, will receive written notice including statutory information regarding the objectives, duration and review arrangements.

**The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.*

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

Informing parents

If a pupil is at risk of suspension or exclusion the Headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Deputy CEO, Executive Leader or Headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the local governing committee and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the local governing committee to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- That parents/the pupil have the right to request that the meetings be held remotely, and how and to whom they should make this request

The Deputy CEO, Executive Leader or Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the Deputy CEO, Executive Leader or Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Schools should consider whether documents provide to parents should be sent to families in English and / or the home language of the family. In order to not disadvantage families who may not have access to computers, printers or data, it may be necessary to provide full paper copies of any packs relating to formal meetings in relation to their children's behaviour.

Informing the Local Governing Committee

The Headteacher will, without delay, notify the local governing committee of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension which would result in the pupil being suspended or for a total of more than 15 school days (or more than 30 sessions) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

The Headteacher will provide information regarding the length of any sanction but significant details regarding the decision making will not be shared so as not to compromise the integrity of any future governing panel meetings.

The Headteacher will notify the local governing committee once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation. Suspension and Exclusion's data will also be reviewed each ½ term at the Trust Board Standards subcommittee.

A Governors' Disciplinary Hearing may be convened as a result of persistent poor behaviour, an incident of serious misbehavior or as a final warning from governors before a pupil is subject to a permanent exclusion. **A formal governor meeting to review concerns regarding a pupil's behaviour, attendance at interventions and support arrangements.**

4.2 Informing the Local Authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- Pupil with a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker as early as possible
- Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the Headteacher will inform the VSH as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is in care or previously in care, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker / VSH will be invited to any meeting of the local governing committee about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's

background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

4.3 Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by a sub-committee from local governing committee. Where there is a cancellation:

- The parents, local governing committee and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- The notification must provide the reason for the cancellation
- The local governing committee's duty to hold a meeting and consider reinstatement ceases
- As referred to above, the Headteacher will report to the local governing committee once per term on the number of cancellations
- The pupil will be allowed back in school

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as the academy website, Microsoft Teams or Oak Academy may be used for this. If the pupil has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is in care or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

4.4 Safeguarding Separation

The school may exceptionally use safeguarding separation where it is necessary to temporarily prevent a pupil attending school premises for safeguarding reasons rather than disciplinary reasons.

This measure:

- is not a disciplinary suspension or exclusion;

- must only be used where justified following safeguarding risk assessment;
- will involve the DSL or deputy DSL;
- will consider Equality Act and Human Rights Act duties;
- will involve other agencies where appropriate;
- will be recorded distinctly from suspension or exclusion;
- will include plans for reintegration and restoration.

Parents will be informed without delay of the reasons for safeguarding separation and arrangements for education during this period.

The Local Governing Committee and Trust Board will receive appropriate reporting and oversight information relating to safeguarding separation.

4.5 Part time timetables

Inspire Education Trust recognises that all pupils are entitled to **full-time education**.

Part-time timetables will only be used in **exceptional circumstances**, for example:

- As part of a **planned reintegration programme following absence or illness**
- Where a pupil's **medical or mental health needs** require a temporary adjustment

Part-time timetables will **not be used**:

- As a response to behaviour
- As an alternative to suspension or exclusion
- As a means of managing staffing or resourcing pressures

Where a part-time timetable is used, the school will ensure that:

- It is **agreed in writing with parents/carers**
- There is a **clear rationale** linked to the pupil's needs
- It has a **defined start and end date**
- It is **reviewed at least fortnightly**
- There is a **planned pathway back to full-time education**
- The arrangement is **formally recorded** and monitored by senior leaders

The school will ensure that no pupil is placed on a reduced timetable in a way that would constitute an **unlawful exclusion or off-rolling**.

4.6 Possible use of Alternative Provision

Where a pupil is at risk of suspension, repeated suspension or permanent exclusion, the Trust expects schools to consider whether appropriate early help, reasonable adjustments, SEND support, pastoral intervention and alternative provision pathways have been fully explored before exclusion is used. For Coventry schools, this includes appropriate consideration of the **Coventry Alternative Provision (CAP) pathway**, which provides a graduated, student-centred model of support designed to secure the right support, in the right place, at the right time. CAP offers a structured route into high-quality, quality-assured alternative provision, including universal support, targeted early intervention, time-limited intensive placements and preventative provision, with a focus on

maintaining pupils in education wherever possible and supporting reintegration or progression. Schools remain responsible for ensuring that any referral to alternative provision is purposeful, based on assessed need, supported by parental/carers engagement, underpinned by safeguarding and risk assessment, and regularly reviewed for impact. The use of CAP or any alternative provision is not be seen as a replacement for the school's wider duties under the SEND Code of Practice, equality legislation, statutory exclusion guidance or Keeping Children Safe in Education, but as part of a graduated response to reduce barriers, improve engagement and minimise the risk of permanent exclusion wherever this is safe and appropriate. The effectiveness of any placement will be reviewed at agreed intervals, with schools retaining responsibility for attendance, safeguarding, progress and reintegration planning.

4.7 The Local Governing Committee

Considering suspensions and permanent exclusions

The local governing committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the sub-committee of the local governing committee will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the local governing committee will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

4.8 Monitoring and analysing suspensions and exclusions data

The Local Governing Committee will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The local governing committee will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it

- The cost implications of directing pupils off-site

4.9 The Local Authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

5 Considering the reinstatement of a pupil

The Local Governing Committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam (GCSE/ A level or equivalent) or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the local governing committee must consider any representations made by parents. However, it is not required to arrange a meeting with parents, and it cannot direct the Headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the local governing committee will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet, and it cannot direct the Headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam (GCSE/ A level or equivalent) or National Curriculum test, the local governing committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the local governing committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the local governing committee and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Headteacher and other key members of staff (for example the SENDCo and / or member of the pastoral team)

- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

A sub-committee of the local governing committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties.

However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The local governing committee will either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the local governing committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the local governing committee

They will decide whether or not a fact is true 'on the balance of probabilities.

The clerk will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The local governing committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older
- The Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is in care or previously in care
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the local governing committee has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the local governing committee's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint a SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for a SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

6 Independent Review

If parents apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel through the Local Authority to review the decision of the local governing committee not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parent by the local governing committee of its decision to not reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of director of the Trust of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the Trust or the local governing committee, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the Trust school, local governing committee, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Headteacher in the lead up to the permanent exclusion or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the local governing committee's decision
- Recommend that the local governing committee reconsiders reinstatement

- Quash the local governing committee's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the local governing committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the local governing committee and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the local governing committee to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the local governing committee reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the local governing committee does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the local governing committee to place on the pupil's educational record.

7 School Registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the local governing committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the local governing committee will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Any safeguarding separation will be recorded separately from suspension and exclusion processes and not coded as exclusion.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

8 Returning from a suspension

8.1 Reintegration Strategy

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

Reintegration following safeguarding separation should include consideration of safeguarding risk, relational repair, pupil voice and any additional support or reasonable adjustments required.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

The points below are suggestions only.

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support

Part-time timetables should not normally be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

8.2 Reintegration Meetings

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

The school may consider a 'soft start' following a reintegration meeting inviting the returning pupil to spend some time with a member of the pastoral team or in a nurture base. This would be a suitable option where the child shows signs of anxiety or dysregulation during the meeting that could potentially escalate if directed to return straight to their classroom.

9. Remote Access to Meetings

Parents can request that a local governing committee meeting, or independent review panel be held remotely. If the parent doesn't express a preference, the meeting will be held in person. In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The local governing committee and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

10 Monitoring Arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions, and managed moves
- Anonymous surveys of staff, pupils, governors/trustees and other stakeholders on their perceptions and experiences
- Patterns relating to safeguarding separation;
- Disproportionality affecting vulnerable groups including pupils with SEND, disadvantaged pupils and pupils known to social care;
- Repeat use of pupil movement arrangements;
- Root cause analysis and effectiveness of interventions.

The data will be analysed termly by Deputy CEO and Trust Standard's Committee and will report back to the Trust Board/ CEO as appropriate. The Trust Board and Standards Committee will receive analysis relating to:

- suspension;
- permanent exclusion;
- safeguarding separation;
- off-site direction;
- managed moves;

disproportionality for vulnerable groups; trends and root causes.

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- By time of day/week/term
- By protected characteristic

The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

This policy will be reviewed by the Head of Education, Primary every two years. At every review, the policy will be approved by the Trust Standard's Committee and shared with the local governing committee.

Responsibility

The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

11 Links with other policies

This exclusions policy is linked to our:

- Relational Behaviour Policy
- Behaviour & Physical Intervention Policy
- SEN Policy and Information Report

12 Parent Information

- SENDIASS
- IPSEA
- Coram Child Law Advice

Appendix 1

Independent Review Panel Training

The Trust must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Headteachers, local governing committees and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

Appendix 2

Permanent Exclusion Checklist

Before reaching the decision to exclude, head teachers should make reference to the Department for Education document: "Suspension and Permanent Exclusion from maintained schools, Academies and pupil referral units in England including pupil movement" (in use from August 24). This check list is not a replacement for the guidance; it is a good practice guide which references the guidance where appropriate.	
'Informal' or 'unofficial' exclusions, such as sending pupils home to 'cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded	
The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.	
Where practical, head teachers should give pupils an opportunity to present their case. Interview the pupil, in the presence of another adult, taking notes of questions asked and answers given, using the pupil's own words.	
If the pupil is able to do so, ask for a written account of the incident - if the pupil is too upset to do this at the time, ask for this as soon as possible after the incident - if the pupil refuses to give a written account, note the refusal. This can be supported by an advocate including parents as necessary.	
Get written statements from adults or any other pupils involved in, or witnesses to, the incident - ensure these are done as soon after the incident as possible and that they are attributed, signed and dated - anonymity should not be routine nor automatic.	
Take in to account any contributing factors that might be identified. For example, where the pupil has suffered bereavement, has mental health issues or has been subject to bullying	
Consider whether the pupil's behaviour was a serious or persistent breach of the school's discipline policies and (this is a two-part test which must be met for every exclusion) whether allowing the pupil to remain in school would affect the education or welfare of the pupil or of others in the school	
If a child has SEND, consider whether all reasonable adjustments have been made (including calling an early annual review or seeking support from external professionals)	

Where a pupil has a social worker, is currently or has previously been in care, the social worker or virtual school should be informed at the earliest possible point.	
Consider whether there is any discrimination under the Equality Act 2010;	
Consider the support given to the pupil by the school to address any behavioural issues	
Consider whether all reasonable alternative strategies to exclusion have been tried for example use of an alternative provision, managed move or off-site direction	
If appropriate, consult with others (e.g. SENDAR, Specialist Teaching Service, Social Workers, Exclusions officers or any other relevant professionals) but not anyone, such as a member of the school's governing body, who may later take part in the statutory review of the decision.	
Once the decision to exclude has been made the head teacher	
must notify the parents, without delay and ideally by telephone, of the period of the exclusion and the reasons for it	
must provide information in writing to the parents, without delay, confirming the exclusion and providing all necessary information	
must, for a permanent exclusion, tell the LA without delay, by completing the appropriate paperwork (including the requested supporting documentation for example a LIF – learner information form) and sending to the Exclusions officers via email	
must, for fixed period and permanent exclusions, ensure the exclusion is logged correctly on the MIS, giving details of start date, end date and reason	
must inform the Trust leaders and Governance Professional so that any necessary meeting can be arranged within the statutory time limits	
should make arrangements for the pupil to receive homework during the exclusion period and set these out in the exclusion letter - it is good practice for there to be a named contact given in the exclusion letter so that parents know who to talk to if there are any problems with these arrangements	
should, if a Governing committee meeting is necessary, prepare paperwork for the Clerk to circulate to all parties	
should consider arrangements for reintegrating the pupil at the end of the exclusion period, bearing in mind that conditions cannot be imposed on the return to school	

Governors' Disciplinary Meetings

Reasons for students to have a Governors' Disciplinary Meetings:

- Persistent poor behaviour, failure to follow school rules, disruption of learning
- Serious one off incidents
- Final warning from governors before permanent exclusion or managed move

Aim of Governors' Disciplinary Meetings:

- So governors of the school know exactly which students are cause for concern in school
- To ensure sufficient support has been given to students that require it with regards to poor behaviour
- Students are given a final warning

Protocol:

Before the meeting-

1. Pastoral Support staff member to complete file review and complete governors' review paperwork at least a week before the review- to include information relating to additional support / interventions, personal plans and any suspension letters
2. Senior leader to check paperwork before it is distributed to panel members and parents (awareness of GDPR as focus)
3. Copies to be sent to governors, staff members in attendance and parents by Pastoral Support Staff at least 3 days before meeting. Covering letter to be included with time clearly stated
4. Parents to be contacted by telephone by Pastoral Support Staff to the meeting to ensure they are still able to attend
5. School Office to contact governors to ensure 2 or 3 are available
6. Meeting room to be booked by Pastoral Support Staff.
7. Office manager to arrange an internal clerk for the meeting

During the meeting-

Governor to chair meeting using the following agenda:

1. Report of current situation by the school
2. Parents/carers and students respond
3. Parents/carers and students respond
4. Questions from governors and discussion
5. Summary of outcomes

Clerk to minute meeting, type up and send to attendees within 3 days of meeting and ensure that one copy of all papers are filed in student's file and the rest are shredded.

Written by:	Rob Darling	September 2022
Reviewed by:	Rob Darling	September 2023
	Gill Bowser	June 2024
	Gill Bowser	July 2025
	Rob Darling	June 2026
Senior Lead Review:	Helen Hastilow	June 2026
Next Review Date:		September 2027
Approved by Directors:		6 July 2026
Signed:		



Lois Whitehouse
Chief Executive Officer



Nicky Aston
Chair of Standards